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The University of New Mexico Bulletin

THE HIGH SCHOOL SITUATION IN NEW MEXICO

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High School Visitor

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Introduction

When the State Superintendent of Public Instruction and James Fulton Zimmerman, president of the University of New Mexico, entered into an agreement by which the High School Visitor of the University became also High School Supervisor for the State Department of Education, both parties were actuated by a desire to be of the utmost service to the high schools scattered throughout the state, many of which were struggling for their very existence. The legislature of New Mexico has never provided for a high school supervisor and no provision has been made for paying the traveling expenses of such an official when appointed in the State Department of Education; consequently the splendid men and women who have occupied that position have been severely handicapped in their work, and such accrediting as has been done has been largely paper accrediting. They have been forced to do what they could to direct our tremendously important institutions of secondary education from the office in Santa Fe. They were asked many times, no doubt, to give advice about courses offered, about accrediting the school, and about many other very important matters, when all the information available for their guidance, and on which they had to base their recommendations, had to be secured from a study of maps with meager details and from very incomplete reports from the schools themselves. No one realized more clearly than the supervisors themselves, the inadequacies of advice given under such conditions. All concerned realized the desirability of finding some means of sending the supervisor into the field to visit the schools.

This is the explanation for the cooperative arrangement now in force between the State Department of Education and the University of New Mexico, by which the former pays the traveling expenses of the High School Visitor and the latter releases him from instructional duties during the fall semester in order that he may spend that time in visiting schools.

There are two important phases of this work. One of them necessarily has to do with the inspection of schools and their placement on the accredited list. If the work stops here, however, the full measure of service, which such an official should give, will never be realized. He should be, in a real sense, a guide and a counselor, ready at all times to give assistance, and this assistance should be based upon first-hand information, obtained by personal visitation in the various communities affected. In the absence of specific requests, he should collect and prepare for distribution various types of information concerning conditions throughout the state that will be of assistance to those who are charged with the responsibility of organizing and administering secondary education.

It was with the hope of giving such service that the writer accepted the dual responsibility involved in the cooperative arrangement described above. The present bulletin is an attempt to meet the second responsibility of the supervision as cited above.

The High School Situation in New Mexico

When the writer, who was then high school visitor for the University of New Mexico, became also high school supervisor for the State Department of Education, he found that a very inadequate mimeographed form was being used by the Department, on which the high schools submitted their annual report. His first duty, therefore, was to prepare a form which would be somewhat more effective in presenting a picture of what the high schools were and what they were doing. The filing of an annual report is, of course, a very considerable increase of the clerical work which must be performed by school officials and this is especially true in small schools where such work usually must be done by the principal without clerical assistance. The data furnished by such reports are, however, vitally necessary in the consideration of such schools for the accredited list. They are also a starting point for many needed reforms within the school. They often reveal facts to the principal that would never have been thought of otherwise.

The form finally decided upon does not contain all the information which would be of value. To include all such items would make the report burdensome. Again, there are certain items concerning which information is not needed every year. Of such a nature is the report on the program of study referred to elsewhere. Such reports should be collected at regular intervals—perhaps, every five years. This would give ample opportunity for the desired comparisons .

In making a study of the high school situation in New Mexico it was decided to use the annual reports for the year 1929-1930. The analysis of the program of study had to be made for the year 1929-1930 because that is the only year for which the necessary information is available. It seemed best, therefore, to use the same year throughout. Data bearing on the situation for that year appear in the following pages. In the tables below the schools are divided into groups according to enrollment. The basis for this division is arbitrarily laid and is explained in detail in the section on the program of study. It is only necessary to say here that the enrollments of the schools in each group are as follows:

Group I - -	40 or less
Group II - -	41 to 169
Group III - -	170 to 264
Group IV - -	265 or more

Enrollment

The total enrollment in New Mexico high schools for 1929-1930 was 10,995, as shown in Table 1.

TABLE I*

Enrollment in Public High Schools of New Mexico—By Years 1929-1930

Schools	I			II			III			IV			Total		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
Group I	172	186	358	120	153	273	93	112	205	85	101	186	470	552	1022
Group II	617	623	1240	463	508	971	344	454	798	282	372	654	1706	1957	3663
Group III	331	357	688	285	278	563	186	222	408	182	169	351	984	1026	2010
Group IV	221	218	439	518	523	1041	305	322	627	294	366	660	1338	1429	2767
Total in four-year accredited schools	1341	1384	2725	1386	1462	2848	928	1110	2038	843	1008	1851	4498	4964	9462
All other public high schools	193	206	399	133	144	277	104	100	204	16	26	42	446	476	922
Total (public)	1534	1590	3124	1519	1606	3125	1032	1210	2242	859	1034	1893	4944	5440	10384
Private—four-year	78	126	204	48	93	141	45	77	122	32	61	93	203	357	560
Private—all other	4	29	33	2	7	9	2	7	9	---	----	----	8	43	51
Grand Total	1616	1745	3361	1569	1706	3275	1079	1294	2373	891	1095	1986	5155	5840	10995

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* Information contained in this and subsequent tables is complete for all schools for which the annual report was made to the State Department of Education for the year 1929-1930.

The table is to be read as follows: the schools of Group I enrolled 358 freshmen, of whom 172 were boys and 186 were girls; 273 sophomores, of whom 120 were boys and 153 were girls; 205 juniors, of whom 93 were boys and 112 were girls; 186 seniors, of whom 85 were boys and 101 were girls; or a total of 1,022 pupils, of whom 470 were boys and 552 were girls. Data for each of the other groups, for schools not included in either of the groups, and for all schools, are read in the same way. It will be noted that 3,361 or 30.5 per cent of all pupils are freshmen, 3,275 or 29.8 per cent are sophomores, 2,373 or 21.6 per cent are juniors, and 1,986 or 18.1 per cent are seniors. Fifty-three and one-tenths per cent of all pupils are girls and 46.9 per cent are boys.

Failures

Cox says, "Curricula and courses of study should be so planned that every industrious normal pupil can pass."* This principle will, it is believed, be received with general approval. There are few school men left today who believe that it is necessary to fail some pupils each year. Practically all, on the other hand, would be glad to pass all pupils, if possible. They realize that failures cause retardation and that retardation leads to elimination. Many make a determined effort to prevent failures. Some (Buckingham, for example) have even experimented with the suggestion that failing pupils might be tried out in the next higher grade regardless of their failure.

Try as we may, however, to mold our curricula and courses of study to child needs and to guide and stimulate pupils, failures will occur. The situation in New Mexico high schools with regards to failures is shown in Table II.

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*Cox, P. W. L. "Curriculum Adjustment in the Secondary School," Lippincott, 1925.

TABLE II

Failures in New Mexico High Schools—By Years 1928-1929*

Schools	I			II			III			IV			Total		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
Group I	21	18	39	9	2	11	7	6	13	4	0	4	41	26	67
Group II	110	75	185	58	46	104	32	40	72	9	6	15	209	167	376
Group III	119	50	169	61	40	101	30	24	54	13	5	18	223	119	342
Group IV	252	201	453	323	386	709	88	115	203	69	49	118	732	751	1483
Totals	502	344	846	451	474	925	157	185	342	95	60	155	1205	1063	2268
All other public high schools	23	14	37	13	1	14	5	0	5	1	0	1	42	15	57
Total (public)	525	358	883	464	475	939	162	185	347	96	60	156	1247	1078	2325
Private—four-year	7	2	9	2	1	3	2	4	6	0	0	0	11	7	18
Private—all other	1	0	1	1	0	1	---	---	---	--	--	---	2	0	2
Grand totals	533	360	893	467	476	943	164	189	353	96	60	156	1260	1085	2345

* Compiled from data included in the annual reports for 1929-1930.

This table is read in the same way as Table I. The relative position of boys and girls is reversed in Table II. Fifty-three and seven-tenths per cent of all failures are made by boys. However, they make fewer failures than girls in the sophomore and junior years.

It should be pointed out that an inaccuracy in this table is due to the fact that some schools reported pupil failures and some, especially the larger schools, reported subject failures. The table is indicative, therefore, of the general condition only. The annual report should be so modified that future reports will provide accurate data on this important question.

Withdrawals

Numbers of students are lost from our high schools each year. This will always be true in all likelihood, but this fact does not lessen our responsibility toward those who leave us. We should know as much as possible concerning the point at which the greatest loss occurs and the reasons for such loss. The situation with respect to withdrawals is summarized in Table III.

TABLE III

Number and Causes of Withdrawals

Schools	No. withdrawals by years										Causes of withdrawals											
	I	II	III	IV	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r
Group I	43	26	16	7	25	24	7	6	16	1	2	3	--	--	--	--	--	--	--	--	--	--
Group II	204	138	74	49	130	136	29	32	85	--	2	--	2	1	3	3	1	3	--	--	11	--
Group III	124	85	57	39	147	65	14	15	36	--	--	--	--	--	--	--	10	--	2	--	--	--
Group IV	154	163	112	69	219	122	--	55	8	--	8	--	--	--	--	--	19	--	--	42	20	51
Totals	525	412	259	166	521	347	50	108	145	1	12	3	2	1	3	3	30	3	2	42	31	51
All other public high schools	35	18	14	0	12	28	5	5	1	--	--	--	--	--	--	--	12	6	--	3	3	1
Total (public)	560	430	273	166	533	375	55	113	146	1	12	3	2	1	3	3	42	9	2	45	34	52
Private—four-year	20	8	2	2	1	3	--	4	---	2	--	--	--	3	--	--	1	8	--	9	1	--
Private—all other	6	2	0	0	3	4	--	--	---	--	--	--	--	--	--	--	--	--	--	--	1	--
Grand Totals	586	440	275	168	537	382	55	117	146	3	12	3	2	4	3	3	43	17	2	54	36	52

Causes of withdrawals—code

a—Moved
b—Go to work
c—Married
d—Illness
e—Shiftless
f—No money
g—Lack of ability
h—Poor preparation
i—Eyes

j—Dismissed
k—Reform School
l—Too far away
m—Unknown
n—Attending elsewhere
o—Lack of transportation
p—Indifference
q—Miscellaneous
r—Over-age

This table consists of two parts—the first indicating the place and number of withdrawals, and the second giving the principal's explanation concerning the cause of the pupil's withdrawal. The table should be read as follows: in the schools of Group I, 43 freshmen withdrew, 26 sophomores, 16 juniors, and seven seniors. As indicated by the code letters at the head of the columns under "Cause of Withdrawals," 25 moved away, 24 went to work, 7 were married, 6 withdrew because of illness, 16 were shiftless, 1 had no money to continue, 2 were incapable of carrying the work, and 3 had inadequate preparation. The table shows that in each group of schools the principal loss occurs in the freshman year and the least loss, as would be expected, is in the senior year. The reasons, of course, are rather obvious. When compared with the total enrollment shown in Table I, the number of withdrawals in each year is shown to be very considerable. There were, for example, 3,361 freshmen enrolled in 1929-1930. The withdrawals during the previous year as shown by Table III, were 586. This is 17 per cent of the total. The per cent of those leaving during the senior year is approximately 8.5 per cent—about one-half as much as for the freshman year.

Column m indicates that the principal was unable to explain the loss of 43 of these pupils. It would seem that a determined effort should be made by school officials to determine the reason which causes a pupil to leave school and to remedy it if possible. Indifference was the explanation of 54 withdrawals. Here, again, is an indication that the school is not meeting its responsibility. The fact that a pupil is indifferent is not an adequate explanation. The school should recognize that the indifferent pupil is not likely to remain in school and should bend every energy toward making the situation such that he cannot remain indifferent.

Miscellaneous Statistics

There are many other items on which one occasionally wishes information. Some of these have been drawn together to form Table IV.

TABLE IV

Schools	No. Teach.		Length of periods					Units Req.			Graduated 8th 1929	Entered H. S.	H. S. Grad. 1929	Entered College	Pupil load credit				
	Full	Part	40	45	50	55	60	15	15½	16					4—	4	5	5+	
Group I	74	23	8	13	3	0	2	11	1	15	272	243	126	46	49	831	99	6	37 unaccounted for One school not reporting
Group II	211	50	6	28	3	1	2	12	1	27	777	688	513	195	137	3154	342	14	16 unaccounted for
Group III	102	18	1	7	0	1	0	0	0	9	520	410	328	97	54	1711	219	7	19 unaccounted for
Group IV	97	14	0	3	1	0	1	0	0	4	607	532	389	194	206	2034	224	9	222 unaccounted for
Totals	484	105	15	51	7	2	5	23	2	55	2176	1873	1356	532	446	7730	884	36	
All other public high schools	69	21	*14	22	2	0	0	0	--	7	277	239	60	31	32	848	95	0	
Total (public)	553	126	29	73	9	2	5	23	--	62	2453	2112	1416	563	478	8578	979	36	
Private—4-year	36	15	4	4	--	--	--	3	-	5	133	107	71	24	27	446	70	28	
Private—all other	5	3	--	1	--	--	1	0	--	--	22	17	5	5	0	51	6	2	
Grand Totals	594	144	33	78	9	2	6	26	--	67	2608	2236	1492	592	505	9075	1055	66	

*Including five with 30-minute periods and one with 25-minute period.

Several schools not reporting on some items. Thirty-two schools report all eighth grade graduates going to high school. Many others have nearly 100 per cent enrolled. Only two schools report fewer than fifty per cent so enrolled. No school reports 100 per cent of its high school graduates going on to college. Of course many will enter college later.

This table shows the number of full-time and part-time high school teachers, the number of schools using periods of a given length, the number of units required for graduation, the number of eighth grade and high school graduates for the preceding spring and the number of each who went on the following fall to high school or college as the case might be, and the number of pupils carrying for credit less than four, four, five, or more than five units.

There were in all schools reporting for the year 1929-1930, 594 full-time teachers, of whom 553 were teaching in public high schools and 144 part-time teachers, of whom 126 were public school teachers. Twenty-three of a total of 97 teachers in the schools of Group I are part-time teachers.

This proportion decreases as we reach the larger schools, the corresponding per cents being as follows:

Group II	19 per cent
Group III	15 per cent
Group IV	12 per cent

The per cent of part-time teachers in Group I is almost twice that of Group IV. Thirty and five-tenths per cent of all teachers in the private schools reporting are part-time teachers. For all teachers this per cent is 19.5. One may reasonably ask at this point whether it is possible for the secondary school to do the most effective work when one out of every five is a part-time teacher.

Thirty-three schools had periods 40 minutes in length. (This is the minimum.) In 78, the periods were 45 minutes in length; in 9, 50 minutes; in 2, 55 minutes; and in 6, 60 minutes. There had not, therefore, in this year, been any decided trend away from the short period of 40 to 45 minutes. The writer believes that it is well that this is so. There are undoubtedly many advantages in the lengthened period, but a great deal of skill is required in its effective use. This skill has not as yet been acquired by many teachers. When attempted by a group of teachers relatively unskilled in properly utilizing the extra time thus provided, it is ordinarily productive of more harm than good.

The table shows that by far the largest number of four-year schools require sixteen units for graduation. None require more. Some schools are experimenting with the requirement of seventeen and utilize the seventeenth unit for credit in required health and other extra-curricular activities. It may be that this is a suggestion of some value.

The eighth grade graduates of 1929 (in the schools included here) numbered 2,608. Of this number, 2,236 or 85.8 per cent entered high school the next fall. The number of high school graduates was 1,492 and of these 592, or nearly 40 per cent, entered college. This is somewhat lower than the percentage for the country as a whole, which is a little over 45.

The situation with respect to the pupil load is quite normal. The great majority of pupils, 82.5 per cent, are carrying four units. Slightly more than 10 per cent are carrying more than this amount. The accuracy of the figures above is lessened by the fact that in the case of each group the total number of pupils reported under "pupil-load" is less than the total enrollment in that group, as reported in Table I. This difference for each group as indicated in Table IV is:

Group I	37
Group II	16
Group III	19
Group IV	222

These figures indicate that the discrepancies are not serious, except, perhaps, in the case of Group IV. It is highly improbable, however, that the per cents would be materially changed if all pupils had been included.

TABLE V

Tenure of Teachers in Four-Year Accredited High Schools

	Number of Teachers			
Years	Group I	Group II	Group III	Group IV
1	36	80	37	23
2	12	48	37	19
3	3	22	11	8
4	1	11	7	15
5		6	8	9
6		2	4	10
7	2	1	2	7
8	1			2
9	1			3
10	1			1
10+			4	6
Median	1	2	2	4

Table V shows the tenure of teachers in New Mexico high schools. In Group I more than two-thirds of the teachers were serving their first year; twelve were serving their second year; only nine teachers were reported as having been in the system more than two years. The per cent of teachers, who had had less than one year's experience in the school in which they were teaching the time the report was made, drops to 47 for Group II, 33.6 for Group III, and 22.3 for Group IV. The schools in Group II reported no teacher that had been with them more than seven years. The schools in Groups III and IV reported ten teachers with more than ten years of service. Each year of tenure indicated in the table is represented by one or more teachers in the schools of Group IV. Fifteen teachers with a tenure longer than three years, ten teachers with a tenure longer than five years, and six teachers with a tenure longer than ten years are reported by the schools in Group IV. The median tenure of teachers in Group I is one year, in Group II, two years, in Group III, two years, and in Group IV, four years.

This table indicates that the tenure of teachers is relatively more secure in the schools of Group IV than in the other groups. The five individuals reported by the schools in Group I, who have a tenure longer than six years, are in all probability, the superintendents of those schools. Security in the teaching position is an important factor in the efficiency of the teacher's work. All too often the teacher loses a position because he sets up a high standard of work for his pupils. Pupils who receive low grades spread discontent throughout the student body and cause unfavorable comment in the community. The Board of Education and superintendent must be sensitive to community feeling; consequently, it is decided that the teacher must go. Another factor causing short tenure of teachers in small schools is the fact that many people feel that a teacher should not remain long in one position and that teaching jobs should be "passed around." It is not unusual to hear school board members say that "this teacher has been here long enough." It is perfectly obvious that this is not a professional attitude.

Salaries of Teachers

Table VI shows the salaries that were paid to high school teachers in New Mexico for the year 1929-1930. The lowest salary paid was below $900.00 and was paid to four teachers in Group I and one in Group II. The schools of Groups I, II, III, and IV are sharply differentiated on the salaries paid to teachers. In Group III no teachers receive a salary below $1,200.00, and no teacher in Group IV receives less than $1,300.00. More than 37 per cent of the teachers in Group I receive a salary less than the minimum paid in Group III. Less than six per cent of the teachers in Group III receive less than this salary. Slightly more than 15 per cent of the teachers in Group I receive a salary greater than $1,300.00, which is the minimum salary paid to teachers in Group IV. Five teachers in Group I and only twenty-five teachers in Group II receive a salary which is more than the median salary for teachers in Groups III and IV. In Group IV all teachers receive a salary greater than the median salary for the teachers in Group I.

TABLE VI

Salaries of Teachers in Four-Year Accredited High Schools

	Number receiving			
Salary	Group I	Group II	Group III	Group IV
$ 900—	4	1		
900	3	2		
1000	7	3		
1100	8	6		
1200	18	24	75	
1300	10	57	6	3
1400	3	44	9	9
1500		29	21	17
1600	1	13	12	20
1700		6	16	9
1800	5	7	12	9
1900		4	1	6
2000		6	2	7
2100		1	3	1
2200				2
2300		1		
2400				3
2500				2
2600				
2700+				3
Medians	$1241.66	$1420.45	$1621.25	$1682.50

The facts disclosed in the preceding table have a certain bearing on the development of secondary education in small communities. Under these conditions the teacher who has been successful in a small school inevitably moves to the larger school. This, of course, benefits the larger school. It also means that the smaller school is robbed of the service of a good teacher who has had her first teaching experience there. This is not, of course, the only factor which draws desirable teachers away from the smaller schools. Inadequate equipment, unsatisfactory buildings, less desirable living conditions, distance from the social and intellectual life of larger communities, inevitably results in the migration of successful teachers from small communities to larger ones. The State has failed to recognize its responsibility in this matter. These conditions could and should be a matter of concern to state authorities. We cannot continue to blame small schools for unsatisfactory results if we take no steps to enable them to hold their good teachers.

Professional Activities

Interest in professional activities leads to better teaching. It is commonly remarked that the best teachers—those that give themselves most fully to their instructional work—are the ones who can be relied upon to be interested and helpful in the conduct of other activities. It is interesting, therefore, to see what professional activities claimed the attention of teachers in New Mexico high schools during the years 1928-1929 and 1929-1930. The first column of Table VII indicates the types of activity in which teachers were enrolled for 1929-1930. The right-hand column shows the activities that were pursued during the previous year. It is impossible to tell whether the total of thirty-three schools reporting such activities for 1929-1930 is significant when compared with the total of schools carrying on some professional activity during the preceding year. The study would have to be continued over a number of years to see whether this increase continues. It would seem that the ideal here should be to have every school having one or more teachers interested in some line of professional study or research. The type of activity pursued in any one school would, of course, vary from year to year. Neither is it necessary for all the teachers in a given school to be interested in the same project. Some distinction should probably be made, too, between the beginning teacher and the experienced teacher. The inexperienced teacher is apt to feel his limitations keenly and undertake to do too much. Perhaps during the first year the efficiency of his class work is the most important consideration and he should be discouraged from attempting anything else. Certainly, he should be guarded from too many demands for outside work. However, as the years go by and he becomes more and more familiar with the school routine and the demands of his daily classroom work, he should be encouraged or even required to take up some other project which will insure his continued growth and development.

TABLE VII
PROFESSIONAL ACTIVITIES OF HIGH SCHOOL TEACHERS

Project proposed (1929-1930)	No. of Schools	Most interesting project last year (1928-1929)	No. of Schools
Testing program	3	Studied testing program	6
Study grading system	1	Extension courses	1
Extension work	10	Extra-curricular activities	3
Curriculum revision	2	Special study of reading	1
Regular P. T. A. meetings	2	Health program	1
Special course in first aid	1	Co-operation program	1
Study of the recitation	1	Poetry notebooks	1
Study types of examinations	1	Reorganization of school	2
Character education	1	Special instruction for backward pupils	1
Study of individual differences	1	Lea County history project	1
Correspondence courses	1	Student government	1
Weekly teachers' meetings	4	Study of curricula	2
Reading clubs	3	Planting a park	1
Study point system for extra-curricular activities	1	English survey	1
Development of library	1	Evening adult classes	1
Total	33	Total	24

Teacher Load

The number of recitations conducted daily by teachers in each of the four groups is shown in Table VIII. This table also shows the load of the teacher in terms of the number of pupils instructed per day. It will be seen that there are some violations of our accepted standards. For example, in some schools teachers are teaching more than the legal limit of six classes per day. Again, some teachers are teaching more than the accepted standard of 150 pupil recitations per day. The latter, however, is probably due to the inclusion of teachers of special subjects in this group.

TABLE VIII
Teacher Load 1929-1930

	Recitations					Number of pupils			
Number daily	I	II	III	IV	Pupils	I	II	III	IV
1	8		5		- 10	4	1		1
2	5	21	3.	5	10- 14	1	3		0
3	3	21	24	11	15- 19	5	3		1
4	11	58	22	14	20- 24	7	9		2
5	24	93	48	63	25- 29	3	6		0
6	10	14	6	4	30- 34	1	6		1
7		5		0	35- 39	5	12	10	1
8		2		5	40- 44	4	20	1	1
					45- 49	6	15	6	2
					50- 54	1	11	4	2
					55- 59	5	7	4	0
					60- 64	3	9	5	2
					65- 69	1	12	8	5
					70- 74	4	16	6	4
					75- 79	2	13	6	4
					80- 84	1	13	4	5
					85- 89	3	7	6	2
					90- 94		6	3	4
					95- 99		8	4	4
					100-104		8	3	6
					105-109			6	5
					110-114			7	6
					115-119			6	6
					120-124		10	8	4
					125-129			2	4
					130-134			3	5
					135-139			3	5
					140-144		5		7
					145-149		1		6
					150-154				8
					155-159			2	7
					160-164				0
					165-169				0
					170-174				1
					175-179				0
					180-184				0
					185-189				0
					190-194				1

The fact that a good many part-time teachers are employed is shown by the relatively large number of teachers teaching one, two, or three classes per day. For example, in Group II we find 21 teachers who teach only two classes per day, and the same number teaching three classes per day. In this group we find seven teachers teaching more than six classes. Unless these seven are teachers of special subjects it should be possible to increase the load of the part-time teacher and give relief to those who are teaching more than they are supposed to teach.

As would be expected, we find in Groups I and II a large number of teachers who have relatively few pupil recitations per day. In Group I this number is less than 45, while in Group IV it is more than 110. This serves to emphasize the large per pupil cost when a number of small schools are maintained. It is not believed that all small high schools should be discontinued. We have here, however, an important argument for the consolidation of high school facilities wherever the interests of the pupils concerned can be served as well or better by such consolidation. The last legislature amended the school law to facilitate the formation of union high school districts. The State Department of Education should, therefore, make a very careful study of each county in the state for the purpose of determining the probable location of high schools. When this survey is completed the State Board of Education would have a reasonable basis on which to advise the State Tax Commission, the Educational Budget Auditor, and the school boards in local communities, when a question arises which has to do with the extension of high school facilities. Elsewhere in this bulletin will be found some suggestions concerning the location of high schools in one of the counties on the eastern side of the state.

Equipment in New Mexico High Schools

Some idea of the amount of money invested in secondary education is indicated by the figures in Table IX.

TABLE IX
Equipment in New Mexico High Schools 1929-30

Library

Group	No. Volumes	Value	Spent for Library Last Year	Amt. Spent for Periodicals
I	14469	$18,717	$ 2,426	$ 380
II	49359	75,765	11,439	1,096
III	15148	14,792	3,539	456
IV	15900	30,315	2,345	216

Laboratory and Classroom Equipment

Physics	Chemistry	Biology	Agriculture	Domestic Science	Ind. Arts	Maps		Charts		Is Lab. Adequate?		Expended for Lab. 1928-29
						No.	Value	No.	Value	Yes	No	
$3416	$3134	$1218	$1480	$4477	$2903	182	$1523	39	$ 304	16	7	$3554
14494	15304	8159	10882	32550	16972	652	2889	234	3190	28	9	18744
13712	13569	4415	800	12311	11033	220	740	74	169	8	1	6031
6100	7800	4350	2600	7400	17350	68	515	13	120	4	1	2300

Grounds

Area (Acres) (Median)	Used for high school only	
	Yes	No
4 (1-10)	2	25
3 (1-50)	7	33
5 (1-20)	6	3
2 (2- 9)	3	2

This table is read as follows: the libraries of the schools in Group I contain 14,469 volumes, valued at $18,717.00. These schools spent $2,426.00 for the library last year and $380.00 for periodicals. The laboratories of the schools in Group I have $3,416.00 invested in apparatus for physics, $3,134.00 for chemistry, $1,218.00 for biology, $1,480.00 for agriculture, $4,477.00 for domestic science, and $2,903.00 for industrial arts. They have 182 sets of maps valued at $1,523.00, and 39 sets of charts valued at $304.00. Sixteen say that their laboratory is adequate and seven say that their laboratory is inadequate. They expended $3,554.00 for laboratories and laboratory equipment the previous year. The median size of their school grounds is four acres. The smallest reported was one acre and the largest ten acres. In two schools of this group the grounds are used exclusively for high school pupils and in twenty-five they are used by both the high school pupils and the grade pupils.

It will be noted that the schools of Group I report practically the same number of volumes in the library as the schools of Group IV. This is due to the much larger number of schools in Group I. The individual libraries of the schools in Group I are, of course, much smaller than in the case of Group IV. This same explanation should be borne in mind in reading the other data included in the table. The amount spent for the library and for periodicals indicates the effort being made by all schools to make this part of the school equipment complete and serviceable. The Strayer-Engelhardt score card for high school buildings states that a campus of less than ten acres must be considered inadequate for the physical education program in a modern school. Very few high schools in New Mexico have grounds of this size. The median for the schools of each of the four groups as indicated in the table is 4, 3, 5, and 2 acres, respectively.

TABLE X

Assessed Valuation of School Districts

Group	Valuation (Average)	Lowest	Highest
I	$ 461,506	$ 53,471	$ 2,500,000
II	1,234,912	201,616	7,765,400
III	2,825,718	450,000	5,500,000
IV*	8,241,961	2,212,892	26,036,920

*For 1930-1931.

Table X presents some interesting facts bearing on the principle that all pupils should have approximately equal opportunities in education. It is shown here that some pupils attend high school in a district having a valuation of $53,471, while the district in which others attend has a valuation of $26,046,920.00. No comment on the relative advantages available in these two schools is necessary. Striking differences are found, even if we study the schools within each group. The wealthiest school in Group I has a valuation more than forty-six times as great as the poorest one. For Group II the relation is roughly 38 to 1; for Group III, 12 to 1; and for Group IV, 11 to 1. These figures point to a really serious condition and raise an administrative problem—what can be done to make educational opportunities more nearly uniform? The writer does not believe that he has the final answer. One suggestion that will aid materially in the solution of the problem has, however, been advanced in the section on the distribution of high schools.

Program of Study

A consideration of the program of study leads us to one of the most important questions in the field of school administration. Indeed, it has been said by some to be the most important question in this field. It is not surprising, therefore, that consideration of the program of study finds a place in the deliberations whenever school men get together.

The program of study is defined as the entire list of courses offered in a given school. As such, it is the core around which all of the school activities are built. Its neglect leads to inefficiency within a given school, and sometimes to an almost total failure to meet pupil or community needs. It is so important that schools are often distinguished from each other by the nature of the program of study. In some schools with strong financial backing, one may pursue any course under the sun. This is a desirable condition because it allows for adaptation to the varying interests and aptitudes of a given group of pupils. That it is attended by some dangers cannot be denied. One of these dangers is the fact that pupils who have the opportunity to choose from a large program of study may, unless carefully advised, so distribute their time that they are found upon graduation to have taken little nibbles from practically every field represented by the program of study, and therefore, gained working familiarity with none of them.

This and similar disadvantages do not mean, however, that we should narrowly restrict the program of study. If secondary education means anything at all, it means that we take a group of relatively immature pupils and assist them to pass from one level of development to a higher level. It would be impossible to find a group of pupils, each of whom was on the same level of development, mentally, physically, morally, socially, or otherwise. We recognize, also, the fact that it is impossible to assemble a group of pupils having identical interests and aptitudes. A different path opens before each. To narrowly restrict a program of study, therefore, tends to defeat the purpose of secondary education. We should, therefore, strive for a program of study wide enough to care for all the varying pupil interests represented in the group. We should, at the same time, institute a program of pupil guidance and lay down such restrictions as are necessary to insure a desirable degree of continuity in the work done by each pupil. This is not easy. In fact, a pupil counsellor is one of the most important individuals connected with the school. It is his duty to make a careful study of each pupil, to envisage a probable future for each pupil, to guard him against the multitudinous interests that entice him to stray.

It should be understood at the outset, therefore, that there is no disagreement with the general wish to make the program of study as large and varied as possible. The question that must be answered is—Where is the balance between the kind of a program of study which we would like to see in every school, and the program of study which the individual community can provide? In other words, we have to answer two quesions: What should be done and what can be done?

Some assistance in finding the answer to this problem will be found in a consideration of the factors which determine the program of study in a given school. There are at least seven of these factors, as follows: 1. The needs of the pupils. 2. The purpose of the school. 3. Qualifications of the teachers. 4. The number of teachers. 5. The building. 6. The financial situation. 7. The situation in neighboring schools. The significance of each of these factors is apparent. Modern psychology has taught us that no two people are alike. In fact, there are almost as many interests and capacities represented as there are pupils in the school. It may be that, in some communities, a community of interest will arise because of some predominant industry. Certain residential sections in some cities have a community of interest because of the traditions of the families living there. However, this is not the usual situation. Ordinarily, a very careful study needs to be made of the various interests represented in the community, in order to determine the paths that pupils should follow. A high school principal who goes into a new community carrying with him the program of study which he was taught in college, or which he used in the last school in which he taught, is making a serious mistake. It is just as serious to adopt "in toto" the program of study followed in another school.

The program of study depends somewhat upon the purpose of the school. Technical schools of various kinds are justified in offering rather limited industrial curricula. Private schools, established with the purpose of giving work preparatory to certain colleges, may justly limit their program of study to the subjects demanded by those colleges to meet entrance requirements. The average school, however, is and should be a general school. There is very serious doubt in the minds of many people of the advisability of the average school going extensively into technical education of any kind. This is not to say that technical courses have no place in the average school. But the fact that a larger and larger percentage of our high school graduates are going on to college where decided technical work can be taken, leads me to believe that the technical work offered in the secondary school should be limited to those pupils who definitely are not going on to college.

A short time spent in visiting the high schools in New Mexico would convince the most skeptical that the presence of many courses in the program of study is to be explained largely on the grounds of teacher qualification. This ordinarily arises from the fact that the Board of Education employs teachers on grounds other than their ability to fit into the needs of a school. A teacher, having been employed, reports to the superintendent and the superintendent discovers that the teacher is not qualified to teach some of the courses that were expected to be taught. The question then becomes—What can the teacher teach to fill out her teaching load? It is a well-known fact that our colleges tend to over-specialize many of their students. This new teacher has taken a good many very detailed courses in fields of his specialization. He is interested in that field, otherwise he would not have specialized in it. Having this particular interest, he wishes to have as many of his courses as possible in that field. As a result, he suggests certain of the courses which he pursued in college. There being no alternate, they are taught, regardless of the particular community need for them. It would seem that the time has come when we should stop putting courses into the high school program of study simply because someone wishes to teach them. Last year I visited a school in this state which had no Latin in its program of study. This year a teacher was employed who could teach Latin; consequently Latin is being taught. Conversation with the principal brought out the fact that there was no demand for the Latin. The teacher employed simply had to teach the Latin in order that he might have a full teaching load. Tenure among the county high schools in this state is relatively unstable. It would not be surprising if this Latin teacher should not be reelected. In that case, it is not likely that Latin will be taught next year. Cases of this kind illustrate what is meant by saying that the qualifications of teachers often determine a program of study.

Another determining facor is the building itself; or rather, it should be a determining factor. One small high school visited a short time ago offers typewriting. The only place available for those who wish to take typewriting is in the superintendent's office which was so small that "you couldn't cuss a cat in it without getting hair in your teeth." Under such conditions, there is, of course, no adequate supervision of pupil work. There is another school in the state in which the typewriting is carried on in a big open corridor which is unheated. Another school was teaching physics in a room which was so small that even I could scarcely find room to get in, and there were only four members in the class. One sympathizes with the principal and the teachers who work under such difficulties. Perhaps the only criticism that can be directed toward them is that they are over-zealous.

The program of study is necessarily limited by the number of teachers on the faculty. Two teachers cannot teach as many subjects as three, especially in this state, where the number of classes that a high school teacher may teach per day is limited by law. That this makes a four-year high school program in some communities impossible is perfectly obvious when we remember that the number of teachers that a school may have is also limited by law. The fact that a special teacher is permitted when the average daily attendance is forty makes this the minimum size of the high school which can offer a four-year program. It is a matter of common knowledge that some schools in the state have been allowed three teachers with fewer than forty pupils. This, again, is due to the fact that certain officials are over-zealous in their promotion of educational facilities.

The financial situation is also a factor to be considered. In many states, schools may spend practically any amount they wish. In New Mexico, they may not exceed five mills levy for direct charges and eighteen mills for maintenance purposes. This makes it impossible for them, in many cases, to supply the equipment which they sadly need. This situation would be somewhat relieved by correcting what seems to be a mistake in the law. For example: library and school supplies come under the head of maintenance charges. Many counties in the state have reached, or have practically reached, the limit of eighteen mills for these charges. Yet there are schools in the county in which very inadequate library facilities are found. Case's Handbook and other educational authorities place library materials under direct charges, except for such outlay as is necessary to replace materials worn out. The same is true of laboratories. If the law could be amended to place these items under direct charges where they seem to belong, many districts would be able to overcome their deficiencies in these two departments. The question of whether library equipment is a direct charge or a maintenance charge would not be so important if each district board bore the total load of its own school, but it is a real problem under the present system of county administration.

The final factor enumerated above is the influence of neighboring schools. A large high school, which receives second or third year pupils from smaller schools surrounding it, necessarily exerts a considerable influence on their programs of study.

It might be well at this point to consider some of the typical situations in the state. The following is characteristic of what may be found: freshmen courses—agriculture, English II, algebra, history—early European; sophomore courses—agriculture, English II, geometry, history—early European, Spanish II; junior courses—American history and civics, English III, agriculture, biology, business law, rural economics, sociology, New Mexico history and civics, Spanish II; senior courses—agriculture, biology, business law, English III, American history and civics, rural economics, New Mexico history and civics, sociology, Spanish II.

It will be noted that agriculture is offered in all four years. It may be interesting to know in this connection that one junior and one senior are taking this course. Pupils from all four years are enrolled in the same classes. Both freshmen and sophomores are taking early European history. This means that the sophomores have taken later European history before taking earlier European history. I doubt if this violation of chronological sequence can be justified. I do not see how the conditions and movements of later European history can be well understood and appreciated by a pupil who has not had the historical background leading up to them. The sophomores, juniors and seniors are taking Spanish II together. It has been pointed out above that secondary education means a process of development. If the average senior student is not further developed than the average sophomore student, secondary education is failing to discharge this developmental function. If the average senior student *is* further developed than the average sophomore student, you cannot expect him to do the same quality of work when enrolled in the same class. Either the one will be held back or the other will be dragged along at a pace which he is not prepared to take. When I was a boy I remember that sometimes, in the especially busy season, we had to make an extra team by combining animals which, because of their size and power, were not fitted to work together. In such cases we used a doubletree in which the fulcrum was slightly off center, giving the greater leverage to the less capable member of the team. If seniors and sophomores are to be enrolled in the same class, a similar provision should be made for them. Before receiving credit for a course which is designed for sophomores, and in which the majority of the pupils are sophomores, a senior should be required to do more work than is required of the sophomore members of the class. This is not ordinarily done.

Another item of interest in this particular school is the presence of business law in the junior year. One wonders what need was found to exist in the community causing this course to be offered. Biology is universally regarded as a sophomore course. Yet in this school we find it offered in the eleventh and twelfth grades.

It is not believed that each school should offer exactly the same courses as every other school in the same group, or that all must teach a given course at exactly the same time and place and in the same way. However, the additional examples given below can hardly be explained on the basis that the schools are trying to meet a specific need discovered in the community. Some schools alternate ancient history with medieval and modern history. Others alternate plane geometry with algebra II and solid geometry. One school offered American history in the sophomore year. In another, pupils from grades nine, ten and eleven, were taking algebra I together, while all four grades were enrolled in the same class in history II.

One school listed nine courses for the freshman class and only three for the seniors. Community civics (Hill-author) is offered in the third year, bookkeeping in the first year, and general science in the second semester of the fourth year. In one school, which teaches related science in the first year, it was found that the text used was by Pieper and Beauchamp and that the course was simply the regular course in general science. Cox says, "The contents of curricula and courses of study should be determined by their purposes, and *the names given to them should describe as accurately as possible the educational outcomes sought.*"* It is inevitable that this and similar circumstances will lead to confusion. They give rise to the suspicion that the work in these schools is not well organized and administered.

In any consideration of the program of study of New Mexico high schools, we must consider the great distances characteristic of the state. Many pupils live twenty to fifty or more miles from a good four-year high school. The desire to give these pupils the advantage of a four-year high school program has led many teachers to attempt more than they can reasonably do. It is not unusual to find one teacher attempting a three, and even sometimes, a four-year program. They are to be commended for their interest in the pupils that come under their care. However, an attempt to do this leads invariably to over-loading the teacher, to a lack of supervision of the pupils, and to unjustifiable alternation of courses.

Sometimes this condition arises from pressure on the part of the community. They cannot understand why the teacher should refuse to offer as many courses as are found in other schools. The teacher has no authority to fall back on if he considers it undesirable to attempt the program which the community desires. Not having this authority to support him, he usually loses his job unless he yields to this community pressure. It would seem, therefore, that the State Board of Education, keeping in mind the limitations pointed out above, as well as the needs of the pupils within a given community, should adopt a program of study for schools of this size and require that these programs of study be followed. Such action should, however, be based on a careful study of the existing situation.

A brief review of the situation with respect to the program of study, and as it existed in the school year 1929-1930, is given below. The data were obtained by requesting each high school to make a special report for this year, in connection with the regular annual report made to the State Department of Education. The form on which this report was made was a four-page folder as shown. The information printed in the form is that submitted by one of the schools reporting.

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*Ibid.

Form C (1929) (Page 1)

SPECIAL REPORT ON THE PROGRAM OF STUDY AND ENROLLMENT

Give below the complete title of each course taught by years with enrollment in each.

(NOTE:—Where there are more than one section in a course report all students as one group.)

FRESHMAN COURSES

NAME OF COURSE	Enrollment	NAME OF COURSE	Enrollment
1. *Agriculture I*	*9*	7. *Bookkeeping*	*1*
2. *Home Economics I*	*12*	8.	
3. *Related Science I*	*12*	9.	
4. *N. M. History (Later Civics)*	*11*	10.	
5. *English I*	*12*	11.	
6. *Algebra I*	*15*	12.	

SOPHOMORE COURSES

NAME OF COURSE	Enrollment	NAME OF COURSE	Enrollment
13. *American History*	*1*	19. *Spanish I*	*5*
14. *N. M. History*	*6*	20. *English I*	*6*
15. *Agriculture II*	*9*	21. *English II*	*15*
16. *Biology*	*3*	22. *Algebra I*	*12*
17. *Home Economics II*	*8*	23. *Spanish II*	*13*
18. *World History*	*5*	24. *Shorthand*	*1*
		Typing	*7*

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JUNIOR COURSES

NAME OF COURSE	Enrollment	NAME OF COURSE	Enrollment
25. *English II*	*5*	32. *Bookkeeping*	*1*
26. *English IV*	*8*	33. *Biology*	*1*
27. *Physics*	*5*	34.	
28. *Plane Geometry*	*8*	35.	
29. *American History*	*6*	36.	
30. *Spanish II*	*2*	37.	
31. *Typing*	*3*	38.	

SENIOR COURSES

NAME OF COURSE	Enrollment	NAME OF COURSE	Enrollment
39. *American History*	*6*	49.	
40. *English IV*	*8*	50.	
41. *Physics*	*5*	51.	
42. *Plane Geometry*	*8*	52.	
43. *Typing*	*6*	53.	
44. *Bookkeeping*	*2*	54.	
45. *Shorthand*	*2*	55.	
46. *Biology*	*2*	56.	
47. *Spanish II*	*2*	57.	
48. *N. M. History*	*1*	58.	

Form C (1929) (Page 3)

TEXTBOOKS

Give below the name of textbook used in each course. It is not necessary to write the name of the course. Simply write the text opposite the number corresponding to the one under which the course appears on pages 1 and 2 of this form.

1. *U. S. and State Bulletins and other references.*
2. *Foods and Home Making, by Greer.*
3. *Every day Problems in Science—Pieper and Beauchamp.*
4. *History and Government of New Mexico—Vaughn.*
5. *Composition and Rhetoric—Tanner.*
6. *First Course in Algebra—Edgerton and Carpenter.*
7. *20th Bookkeeping and Accounting—Good.*
8.
9
10.
11.
12.
13. *History of the American People—Muzzey.*
14.
15. *U. S. and State Bulletins and other references.*
16. *New Biology by Smallwood.*
17. *Foods and Home Making—Greer.*
18. *Modern Times and Living Past—Elson.*
19. *Elementary De Espanol.*
20. *Composition and Rhetoric—Tanner.*
21. *Composition and Rhetoric—Tanner.*
22. *Same as 1.*
23. *Same as 19. (with different outside readings).*
24. *Shorthand—Gregg.*
25.

Form C (1929) (Page 4)

26. *American Literature—Long.*
27. *Essentials of Physics—Fuller and Others.*
28. *Plane Geometry—Smith.*
29. *History of the American People—Muzzey.*
30. *Elementas De Espanol.*
31.
32. *Twentieth Century Bookkeeping and Accounting—Good.*
33. *New Biology—Smallwood and Others.*
34. *(Duplicates).*
35. *(Duplicates).*
36. *(Duplicates).*
37. *(Duplicates).*
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NOTE—Many of the courses offered in the school here are not confined to any specific grade. The enrollment as shown here indicates the number of students of a specific grade taking a given subject. The subject is listed again under the other high school years in which students are found who are enrolled.

The problem of the program of study in small high schools is very different from that of the large high schools which are found in the larger centers of population. For the purpose of this study, therefore, the eighty-one four-year public high schools which were on the accredited list for 1929-1930 have been divided into groups on the basis of the number of pupils enrolled. Table XI was prepared to show their distribution in this respect.

TABLE XI

Distribution of Eighty-one Four-year High Schools According to Enrollment

Enrollment	No. of Schools	Enrollment	No. of Schools	Enrollment	No. of Schools	Enrollment	No. of Schools
15- 19	1	84- 89	0	165-169	3	260-264	1
20- 24	2	90- 94	3	-------	--	-------	--
25- 29	2	95- 99	1	190-194	1	400-404	1
30- 34	3	100-104	1	195-199	1	-------	--
35- 39	5	105-109	2	200-204	1	420-424	2
40- 44	6	110-114	1	-------	--	-------	--
45- 49	6	115-119	0	220-224	3	455-459	1
50- 54	7	120-124	1	225-229	0	-------	--
55- 59	3	125-129	0	230-234	1	1000-	1
60- 64	2	130-134	1	235-239	0		
65- 69	3	135-139	1	240-244	0		
70- 74	3	140-144	0	245-249	1		
75- 79	4	145-149	1	250-254	0		
80- 84	4	-------	--	255-259	1		

After a careful study of the foregoing table, it would seem that the schools represented might well be divided into four groups on the basis of enrollment. Several breaks or gaps are found in the frequency column, any one of which would serve as a division point. It is observable that there are no wide gaps until we reach an enrollment of 145, from which we jump to 165. Here another gap occurs. The following gaps are not large until the step 260 to 264 is reached, when we find a jump to 400. It would seem, therefore, that the five schools found above this point should be considered as a separate group, because their size easily sets them apart from the others.

The legal provisions determining the number of teachers in New Mexico high schools furnish a basis for another group. The law provides that the high school may have one teacher for each twenty pupils or major fraction thereof in average daily attendance. It is further provided that a school which has an average daily attendance of forty or more may have a special teacher and that a school having an average daily attendance of fifty or more may have a special teacher in addition to those already allowed, provided such teacher is able to teach Spanish and English and does teach Spanish. An average daily attendance of forty or more is, therefore, a natural dividing line, since it is at this point that the school becomes eligible to receive extra teachers, and because additional teachers are an important factor in the determination of the program of study.

On the basis of the foregoing provisions and conditions, the schools are divided, for purposes of this study, into four groups, as follows:

Group I—Those with an enrollment of 1 to 39, inclusive;
Group II—Those with an enrollment of 40 to 169, inclusive;
Group III—Those with an enrollment of 170 to 264, inclusive;
Group IV—Those having an enrollment of more than 265.

The number of schools in each group and the total pupil enrollment in each are shown below:

Group	No. of Schools	Total Enrollment	Average Enrollment
I	14	430	31
II	52	3,978	77
III	9	2,000	222
IV	4	2,366	592

A word of explanation is necessary at this point. Table XI shows that there were, in the year 1929-1930, thirteen schools on the four-year accredited list that had fewer than forty pupils enrolled. The high school regulations specify that a four-year school must have at least three full-time teachers to be eligible for the accredited list. We have seen that an average daily attendance of forty entitles a school to two regular teachers and a special teacher. How, then, have these small schools been able to get on the accredited list? Two elements combine to make this possible. The first is a legislative provision. Section 1103 (Revised 1927) states: "Provided, that in high schools established at the time this Act takes effect and having less than 31 and more than 18 regularly enrolled high school pupils in average daily attendance, two teachers may be employed." This act was passed in 1923. Therefore, high schools established prior to that time, have the benefit of this provision.

This, however, leaves the third teacher unaccounted for. It may fairly be said that the presence of this teacher is a tribute to the desire of the State Educational Budget Auditor to lend every assistance possible in the development of our school program. In order to encourage the growth of the small school by making a four-year program possible, he has, in some cases, allowed a superintendent in addition to the teachers permitted on the basis of average daily attendance. He then becomes their third teacher and the school thus becomes eligible as a four-year school.

Of course, there is an anomaly here. The individual designated as the superintendent has, in every case that has come under the supervisor's observation, become a full-time teacher. When the Budget Auditor is present for the purpose of preparing the budget for the succeeding year, this extra individual is rated as a superintendent. He is rated as a teacher when the schools seek admission to the accredited list. Manifestly, he cannot be counted both ways. The high school supervisor realizes that the motive leading to this action is praiseworthy. But he believes that it is improper and illegal. There is, it seems, a better procedure.

Most of our schools have recorded an increase in enrollment from year to year. This is general throughout the country, and is evidence of the faith of the American people in the value of a secondary education. The situation is complicated in New Mexico, however, by our climate and the consequent success or failure of our agricultural activities. A good crop year brings in a group of new farmers. A bad year drives them out. No one can predict what will happen from year to year. It is the custom of the Educational Budget Auditor, therefore, to provide in each county an emergency fund, which is to be used in providing additional teachers whenever it becomes necessary. This is proper and legal. Provision for the growth of the high school should be made in the same way. When a superintendent is provided for a given school and it, therefore, secures a teacher to which it is not entitled, its status for that year is assured. This often leads to negligence in care of attendance. On the other hand, if a third teacher were to be had only by securing the attendance of the required number of pupils, there would be a real incentive to every person interested in the school to see that compulsory attendance laws are enforced and that every pupil who is eligible to high school is enrolled and securing whatever benefits may be derived from a high school education.

From the legislative provisions governing the number of teachers which a school may have the reader will see that the number of teachers possible in each group, provided they maintain an average daily attendance of the number shown, is:

Group I	3
Group II	3-12
Group III	13-19
Group IV	19 plus

Table XII shows the total offerings of the schools in each group, the number and per cent of schools in which each course is found, and the number and per cent of pupils enrolled in each course. This information is given by years:

TABLE XII

COURSES OFFERED IN FOUR-YEAR ACCREDITED HIGH SCHOOLS BY YEARS AND ENROLLMENT IN EACH (1929-1930)

Freshman Courses

Courses By Years	Group I				Group II				Group III				Group IV			
	No. of Schools	Per cent of Schools	Enrollment	Per cent	No. of Schools	Per cent of Schools	Enrollment	Per cent	No. of Schools	Per cent of Schools	Enrollment	Per cent	No. of Schools	Per cent of Schools	Enrollment	Per cent
English I	14	100	178	41	50	96	1145	29	9	100	687	34	3	75	252	11
Algebra I	12	86	174	40	50	96	1115	28	8	89	637	32	3	75	252	11
General Math	--	---	---	---	--	---	----	---	1	11	32	1.5	--	---	---	---
Ancient History	5	36	52	12	18	35	245	6	2	22	69	3.5	2	50	188	8
General History	1	7	12	3	3	6	27	.7	--	---	---	---	--	---	---	---
Modern History	2	14	19	4	--	---	----	---	--	---	---	---	--	---	---	---
M. & M. History	--	---	---	---	1	2	7	.2	--	---	---	---	--	---	---	---
European History	--	---	---	---	4	8	89	2	--	---	---	---	--	---	---	---
Current History	--	---	---	---	1	2	35	.9	--	---	---	---	--	---	---	---
N. M. Hist. & Civics	--	---	---	---	2	4	11	.3	--	---	---	---	--	---	---	---
Civics	--	---	---	---	6	12	167	4	--	---	---	---	--	---	---	---
World History	--	---	---	---	--	---	----	---	--	---	---	---	1	25	43	1.8
Citizenship	--	---	---	---	--	---	----	---	4	44	234	12	2	50	64	2.7
Spanish I	9	64	145	34	36	69	875	22	7	78	480	24	3	75	206	9
Latin I	--	---	---	---	4	8	27	.7	5	56	91	5	3	75	55	2.4
General Science	7	50	75	17	33	63	559	14	9	100	278	14	3	75	99	4
Physical Geography	1	7	10	2	2	4	----	---	--	---	---	---	--	---	---	---
Physiology	1	7	17	4	7	13	50	1.2	2	22	34	1.7	1	25	33	1.4
Agriculture	5	36	74	10	16	31	205	5	1	11	13	.7	3	75	35	1.4
Home Economics	6	43	56	13	28	54	354	9	9	100	210	11	3	75	74	3.1
Related Science	--	---	---	---	6	12	58	1.5	--	---	---	---	--	---	--	--
Related Art	--	---	---	---	2	4	25	.6	--	---	---	---	--	---	---	--
Household Chemistry	--	---	---	---	1	2	32	.8	--	---	---	---	--	---	---	---
Manual Training	2	14	16	4	11	21	152	3.8	8	89	131	7	2	50	24	1
Typewriting	2	14	20	5	2	4	45	1.1	--	---	---	---	--	---	---	---
Stenography	1	7	7	2	1	2	15	.4	--	---	---	---	--	---	---	---
Bookkeeping	--	---	---	---	1	2	1	0	--	---	---	---	--	---	---	---
Commercial Arith.	--	---	---	---	1	2	30	.8	--	---	---	---	--	---	---	---
Commercial Geog.	--	---	---	---	3	6	62	1.5	1	11	32	1.5	--	---	---	---
Printing	--	---	---	---	1	2	----	0	--	---	---	---	--	---	---	---
Spelling	--	---	---	---	1	2	30	.8	--	---	---	---	--	---	---	---
Art	--	---	---	---	1	2	9	.2	1	11	15	.8	--	---	---	---
Music	--	---	---	---	5	10	106	2.7	1	11	60	3	--	---	---	---
Physical Education	--	---	---	---	3	6	70	1.8	2	22	175	9	--	---	---	---

Sophomore Courses

Courses By Years	Group I				Group II				Group III				Group IV			
	No. of Schools	Per cent of Schools	Enrollment	Per cent	No. of Schools	Per cent of Schools	Enrollment	Per cent	No. of Schools	Per cent of Schools	Enrollment	Per cent	No. of Schools	Per cent of Schools	Enrollment	Per cent
English II	13	93	111	26	48	92	937	24	9	100	528	26	4	100	345	15
Oral English	--	---	---	---	1	2	4	.1	--	---	---	---	--	---	---	---
Eng. and Grammar	--	---	---	---	1	2	13	.3	--	---	---	---	--	---	---	---
Public Speaking	--	---	---	---	--	---	----	---	3	33	94	5	--	---	---	---
Algebra I	1	7	7	2	3	6	44	1	1	11	39	2	--	---	---	---
Algebra II	1	7	7	2	9	18	132	3	1	11	21	1.1	--	---	---	---
Plane Geometry	9	64	66	15	33	63	631	16	7	78	398	20	4	100	344	15
Ancient History	3	21	32	7	4	8	92	2	1	11	123	6.2	--	---	---	---
M. & M. History	3	21	41	10	19	37	219	6	2	22	55	2.8	--	---	---	---
American History	1	7	9	2	1	2	1	0	--	---	---	---	--	---	---	---
General History	--	---	---	---	11	21	183	5	--	---	---	---	--	---	---	---
English History	--	---	---	---	1	2	19	.5	--	---	---	---	--	---	---	---
Modern History	--	---	---	---	4	8	51	1	--	---	---	---	--	---	---	---
European History	--	---	---	---	1	2	11	.3	2	22	30	1.5	2	50	95	4
World History	--	---	---	---	--	---	----	---	3	33	130	7	--	---	---	---
Current History	--	---	---	---	1	2	23	.6	--	---	---	---	--	---	---	---
U. S. Civics	--	---	---	---	1	2	20	.5	--	---	---	---	--	---	---	---
N. M. Hist. & Civics	--	---	---	---	4	8	58	1	1	11	56	2.8	--	---	---	---
N. M. History	1	7	---	---	--	---	----	---	--	---	---	---	--	---	---	---
Sociology	--	---	---	---	--	---	----	---	1	11	11	.6	--	---	---	---
Economics	--	---	---	---	1	2	18	.5	--	---	---	---	--	---	---	---
Spanish I	1	7	8	2	10	19	133	3	2	22	102	5.1	--	---	---	---
Spanish II	10	71	73	17	41	79	659	17	7	78	333	17	4	100	332	14
Latin I	--	---	---	---	1	2	8	.2	1	11	8	.4	--	---	---	---
Latin II	--	---	---	---	3	6	22	.6	5	56	65	3.3	4	100	77	3
General Science	1	7	12	3	3	6	49	1	1	11	36	1.8	--	---	---	---
Biology	1	7	6	1	5	10	26	.7	4	44	95	5	2	50	154	7
Physiology	3	21	28	7	5	10	37	.9	1	11	25	1.3	--	---	---	---
Physical Geography	--	---	---	---	--	---	----	---	1	11	24	1.2	--	---	---	---
Agriculture	6	43	---	---	14	27	110	3	1	11	11	.6	3	75	36	1
Farm Mechanics	--	---	---	---	1	2	14	.4	--	---	---	---	--	---	---	---
Physics	--	---	---	---	1	2	17	.4	--	---	---	---	--	---	---	---
Chemistry	--	---	---	---	1	2	----	---	--	---	---	---	--	---	---	---
Hygiene	--	---	---	---	1	2	12	.3	--	---	---	---	--	---	---	---
Home Economics	3	21	13	3	22	42	178	4	8	89	117	6	4	100	78	3
Related Science	--	---	---	---	2	4	11	.3	--	---	---	---	--	---	---	---
Related Art	--	---	---	---	3	6	27	.7	--	---	---	---	--	---	---	---
Basket Weaving	--	---	---	---	2	4	18	.5	--	---	---	---	--	---	---	---
Manual Training	2	14	10	2	10	19	69	2	8	89	82	4.1	3	75	30	1
Typewriting	1	7	9	2	9	18	81	2	2	22	40	2	1	25	---	---
Bookkeeping	--	---	---	---	1	2	10	.3	1	11	14	.7	1	25	---	---
Stenography	--	---	---	---	3	6	8	.2	--	---	---	---	--	---	---	---
Commercial Arith.	--	---	---	---	1	2	6	.1	--	---	---	---	2	50	63	3
Business English	--	---	---	---	--	---	----	---	--	---	---	---	1	25	14	.6
Music	--	---	---	---	5	10	20	.5	--	---	---	---	--	---	---	---
Physical Education	--	---	---	---	1	2	22	.6	2	22	63	3.1	--	---	---	---
Art	--	---	---	---	--	---	----	---	1	11	27	1.4	--	---	---	---

COURSES OFFERED IN FOUR-YEAR ACCREDITED HIGH SCHOOLS BY YEARS AND ENROLLMENT IN EACH (1929-1930)

Junior Courses

Courses By Years	Group I				Group II				Group III				Group IV			
	No. of Schools	Per cent of Schools	Enrollment	Per cent	No. of Schools	Per cent of Schools	Enrollment	Per cent	No. of Schools	Per cent of Schools	Enrollment	Per cent	No. of Schools	Per cent of Schools	Enrollment	Per cent
English III	11	79	99	23	45	87	660	17	9	100	412	21	4	100	287	12
Public Speaking	--	---	---	---	5	10	42	1	1	11	14	.7	--	---	---	---
Dramatics	--	---	---	---	2	4	20	.5	--	---	---	---	--	---	---	---
Algebra I	--	---	---	---	1	2	11	.3	--	---	---	---	--	---	---	---
Algebra II	2	14	35	8	13	25	73	2	6	67	87	4.4	4	100	86	3.6
Plane Geometry	3	21	11	3	12	23	153	4	2	22	89	4.5	--	---	---	---
Solid Geometry	--	---	---	---	6	12	38	1	2	22	25	1.3	3	75	---	---
Math. Analysis	--	---	---	---	1	2	3	.08	--	---	---	---	--	---	---	---
American History	6	43	40	9	24	46	249	6	3	33	82	4.1	1	25	96	4
General History	1	7	---	---	--	---	----	---	--	---	---	---	--	---	---	---
Ancient History	--	---	---	---	1	2	10	.3	--	---	---	---	--	---	---	---
M. & M. History	--	---	---	---	5	10	53	1	--	---	---	---	--	---	---	---
World History	--	---	---	---	2	4	27	.7	1	11	57	2.9	--	---	---	---
Current History	--	---	---	---	1	2	19	.5	--	---	---	---	--	---	---	---
European History	--	---	---	---	2	4	14	.4	--	---	---	---	--	---	---	---
European History II	--	---	---	---	--	---	----	---	1	11	22	1.1	--	---	---	---
English History	--	---	---	---	--	---	----	---	1	11	20	1	--	---	---	---
Modern History	--	---	---	---	--	---	----	---	--	---	---	---	2	50	63	3
N. M. Hist. & Civics	2	14	15	8	11	21	61	2	1	11	21	1.1	--	---	---	---
Community Civics	--	---	---	---	1	2	5	.1	--	---	---	---	--	---	---	---
Occupations	1	7	---	---	--	---	----	---	--	---	---	---	--	---	---	---
American Problems	--	---	---	---	2	4	33	.8	--	---	---	---	--	---	---	---
Economics	--	---	---	---	4	8	39	1	2	22	26	1.3	1	25	11	.5
Sociology	--	---	---	---	8	15	57	1	2	22	22	1.1	1	25	32	1
Psychology	--	---	---	---	1	2	5	.1	--	---	---	---	--	---	---	---
Normal Training	--	---	---	---	1	2	12	.3	--	---	---	---	--	---	---	---
Spanish II	1	7	5	1	12	23	91	2	2	22	84	4.2	--	---	---	---
Spanish III	1	7	---	---	11	21	93	2	4	44	41	2.1	2	50	18	.8
Latin I	--	---	---	---	2	4	22	.6	--	---	---	---	--	---	---	---
Latin II	1	7	---	---	--	---	----	---	--	---	---	---	--	---	---	---
Latin III	--	---	---	---	2	4	7	.2	--	---	---	---	1	25	14	.6
General Science	--	---	---	---	3	6	31	.8	--	---	---	---	--	---	---	---

Junior Courses—Continued

Courses By Years	Group I				Group II				Group III				Group IV			
	No. of Schools	Per cent of Schools	Enrollment	Per cent	No. of Schools	Per cent of Schools	Enrollment	Per cent	No. of Schools	Per cent of Schools	Enrollment	Per cent	No. of Schools	Per cent of Schools	Enrollment	Per cent
Biology	4	29	32	7	8	15	67	2	1	11	21	1.1	1	25	---	---
Physical Geography	--	---	---	---	1	2	12	.3	--	---	---	---	--	---	---	---
Physics	1	7	5	1	9	18	93	2	2	22	79	4	4	100	180	8
Chemistry	1	7	8	2	11	21	133	3	4	44	138	6.9	1	25	---	---
Physiology	1	7	9	2	9	18	124	3	--	---	---	---	1	25	---	---
Agriculture	--	---	---	---	5	10	20	.5	--	---	---	---	--	---	---	---
Home Economics	3	21	25	6	4	8	36	.9	1	11	20	1	--	---	---	---
Related Art	--	---	---	---	1	2	----	---	--	---	---	---	--	---	---	---
Related Science	--	---	---	---	1	2	----	---	--	---	---	---	--	---	---	---
Weaving	--	---	---	---	1	2	6	.1	--	---	---	---	--	---	---	---
Manual Training	--	---	---	---	3	6	4	.1	3	33	34	1.7	--	---	---	---
Typewriting	2	14	19	4	28	54	384	10	9	100	307	15.4	3	75	119	5
Bookkeeping	2	14	10	2	12	23	88	2	4	44	56	2.8	2	50	57	2.4
Stenography	--	---	---	---	16	31	140	4	7	78	126	6.3	2	50	26	1
Commercial Arith.	2	14	35	8	12	23	86	2	4	44	53	2.7	--	---	---	---
Commercial Law	--	---	---	---	4	8	31	.8	--	---	---	---	--	---	---	---
Business Law	1	7	17	4	--	---	----	---	--	---	---	---	--	---	---	---
Business Training	--	---	---	---	1	2	----	---	--	---	---	---	--	---	---	---
Business English	--	---	---	---	3	6	----	---	2	22	38	1.9	1	25	16	.7
Accounting	--	---	---	---	1	2	7	.2	--	---	---	---	--	---	---	---
Printing	--	---	---	---	1	2	7	.2	--	---	---	---	--	---	---	---
Music	--	---	---	---	3	6	11	.3	--	---	---	---	--	---	---	---
Library	1	7	4	.9	--	---	----	---	--	---	---	---	--	---	---	---
Library Science	--	---	---	---	1	2	5	.1	--	---	---	---	--	---	---	---
Physical Education	--	---	---	---	2	4	14	.4	1	11	47	2.4	--	---	---	---

COURSES OFFERED IN FOUR-YEAR ACCREDITED HIGH SCHOOLS BY YEARS AND ENROLLMENT IN EACH (1929-1930)

Senior Courses

Courses By Years	Group I				Group II				Group III				Group IV			
	No. of Schools	Per cent of Schools	Enrollment	Per cent	No. of Schools	Per cent of Schools	Enrollment	Per cent	No. of Schools	Per cent of Schools	Enrollment	Per cent	No. of Schools	Per cent of Schools	Enrollment	Per cent
English IV	7	50	68	16	41	79	445	11	9	100	177	9	4	100	283	12
Oral English	2	14	20	5	1	2	8	.2	--	---	---	---	--	---	---	---
Public Speaking	--	---	---	---	2	4	4	.1	--	---	---	---	--	---	---	---
Journalism	--	---	---	---	2	4	36	.9	1	11	20	1	--	---	---	---
Dramatics	--	---	---	---	1	2	4	.1	--	---	---	---	--	---	---	---
Dictation	--	---	---	---	1	2	9	.2	--	---	---	---	--	---	---	---
Algebra I	--	---	---	---	1	2	5	.1	--	---	---	---	--	---	---	---
Algebra II	1	7	6	1	4	8	24	.6	--	---	---	---	--	---	---	---
Plane Geometry	1	7	1	.2	2	4	12	.3	1	11	---	---	--	---	---	---
Solid Geometry	--	---	---	---	8	15	28	.7	--	---	---	---	--	---	---	---
Trigonometry	--	---	---	---	2	4	11	.3	--	---	---	---	1	25	---	---
American History	3	21	27	6	32	62	338	8	7	78	194	10	3	75	178	8
American Government (Civics)	5	36	27	6	--	---	----	---	--	---	---	---	--	---	---	---
N. M. Hist. & Civics	3	21	19	4	12	23	87	2	2	22	38	1.9	--	---	---	---
Current History	--	---	---	---	1	2	17	.4	--	---	---	---	--	---	---	---
Civics	--	---	---	---	5	10	50	1	--	---	---	---	--	---	---	---
American Problems	--	---	---	---	11	21	102	3	2	22	47	2.4	--	---	---	---
Interna'al Relations	--	---	---	---	--	---	----	---	1	11	15	.8	2	50	81	3
Economics	1	7	4	.9	9	18	93	2	1	11	---	---	1	25	---	---
Sociology	2	14	12	3	10	19	84	2	1	11	---	---	--	---	---	---
Psychology	2	14	22	5	11	21	61	2	2	22	32	1.6	1	25	83	1
Spanish II	2	14	4	.9	2	4	4	.1	--	---	---	---	--	---	---	---
Spanish III	1	7	6	1	1	2	4	.1	--	---	---	---	--	---	---	---
Spanish IV	--	---	---	---	3	6	15	.4	--	---	---	---	--	---	---	---
Latin I	1	7	1	.2	--	---	----	---	--	---	---	---	--	---	---	---
Latin II	1	7	2	.5	1	2	12	.3	--	---	---	---	--	---	---	---
Latin IV	--	---	---	---	1	2	1	.03	1	11	6	.3	1	25	8	3
General Science	--	---	---	---	2	4	7	.2	--	---	---	---	--	---	---	---
Biology	1	7	20	5	11	21	80	2	1	11	---	---	--	---	---	---
Physics	2	14	6	1	18	35	155	4	4	44	70	3.5	--	---	---	---
Chemistry	4	29	15	3	8	15	93	2	4	44	69	3.5	3	75	165	7

Senior Courses—Continued

Courses By Years	Group I				Group II				Group III				Group IV			
	No. of Schools	Per cent of Schools	Enrollment	Per cent	No. of Schools	Per cent of Schools	Enrollment	Per cent	No. of Schools	Per cent of Schools	Enrollment	Per cent	No. of Schools	Per cent of Schools	Enrollment	Per cent
Physiology	1	7	1	.2	11	21	95	2	1	11	25	1.3	---	---	---	---
Physical Geography	---	---	---	---	1	2	---	---	---	---	---	---	---	---	---	---
Agriculture	1	7	10	2	3	6	16	.4	---	---	---	---	---	---	---	---
Home Economics	1	7	4	.9	4	8	19	.5	---	---	---	---	---	---	---	---
Related Art	---	---	---	---	1	2	---	---	---	---	---	---	---	---	---	---
Related Science	---	---	---	---	1	2	---	---	---	---	---	---	---	---	---	---
Manual Training	---	---	---	---	1	2	4	.1	---	---	---	---	---	---	---	---
Typewriting	1	7	7	2	18	35	134	3	6	67	58	2.9	2	50	81	3
Bookkeeping	1	7	3	.7	13	25	72	2	3	33	54	2.7	1	25	33	1
Stenography	2	14	6	1	12	23	67	2	6	67	76	3.8	2	50	57	2.4
Commercial Arith	---	---	---	---	7	13	11	.3	---	---	---	---	---	---	---	---
Commercial Law	---	---	---	---	1	2	---	---	2	22	27	1.4	---	---	---	---
Accounting	---	---	---	---	1	2	6	.1	---	---	---	---	---	---	---	---
Commercial Geog'phy	---	---	---	---	1	2	---	---	---	---	---	---	---	---	---	---
Business English	---	---	---	---	---	---	---	---	---	---	---	---	1	25	---	---
Dictation	---	---	---	---	---	---	---	---	---	---	---	---	1	25	14	.6
Music	---	---	---	---	6	12	91	2	---	---	---	---	---	---	---	---
Physical Education	---	---	---	---	3	6	41	1	---	---	---	---	---	---	---	---
Library Science	---	---	---	---	2	4	9	.2	---	---	---	---	---	---	---	---
Pedagogy	---	---	---	---	4	8	28	.7	---	---	---	---	---	---	---	---
Art	---	---	---	---	1	2	6	.1	---	---	---	---	---	---	---	---

Table XII is to be read as follows: English I is offered in the freshman year by schools in each group. In Group I it is found in fourteen schools, which is one hundred per cent of the schools in that group. One hundred seventy-eight pupils are enrolled in this course which is forty-one per cent of the total enrollment. Fifty schools, ninety-six per cent, in Group II teach English I. In this group 1,145 pupils, twenty-nine per cent of the total number, are enrolled in this course. Information for Groups III and IV and for the remaining courses is read in the same way.

Table XI shows the enrollment in eighty-one public high schools offering a four-year course. One school in Group III and one in Group IV failed to report the courses offered and the enrollment in each. Table XII, therefore, contains information for the remaining seventy-nine.

One of the first things that will be noticed in Table XII is the fact that the schools of Group II offer a much wider range of courses in each year than those of the other groups. Extensive offerings in the commercial field seems to be a partial explanation. Examples are: bookkeeping, commercial arithmetic, printing, dictation or spelling, accounting, business training, commercial law, and commercial geography. Not only do these schools offer almost every known commercial course, but these courses are apt to be found in any year of the course. Witness the fact that commercial arithmetic is found in each of the four years.

A part of the apparent richness of the program of study is due to the variation in the designation of certain courses. For example, we find the schools of Group II offering in the sophomore year: general history, European history, modern history, English history, and world history. It is not at all likely that these represent five separate and distinct courses.

Vocational instruction in agriculture and home economics is also a contributing factor as shown by the fact that each of them, together with related art and related science, occurs in the fourth year in the schools of Group II.

Still a fourth explanation of the extensive listing under this group is an apparent tendency to offer certain courses wherever they can be fitted in, regardless of their proper place in the four-year program. This apparent tendency is observed among the schools of both Group I and Group II. For example, one school offers medieval and modern history in the freshman year. Household chemistry and commercial arithmetic occur in the same year. English history, United States civics, physics, chemistry, and commercial arithmetic occur in the sophomore year. In the senior year are found such freshman courses as algebra I, Latin I, general science, and physical geography.

As would be expected, Spanish is found in practically all four-year high schools. The common offering is two years, though three years are frequently found and three schools offer the fourth year.

Further comment would be, it seems, unnecessary. This cross section of the situation, with respect to the program of study as it existed in four-year high schools of New Mexico in 1929-1930, is presented herewith with the conviction that such information is necessary in order to give us an adequate basis on which to proceed in outlining our program for the continued improvement of the secondary school situation in this state.

The one and two-teacher schools are, of course, the places where the problem is most acute. There is suggested below an arrangement which is believed to offer the best compromise between what we all wish these schools to have, and what we believe the community and the state can afford to offer. These suggestions are made with the possibility of alternation in mind, and the suggestions, therefore, cover courses that may be offered in odd numbered years and those that may be offered in even numbered years.

The following suggestions are made for the one-teacher school:

I

	Odd		*Even*
IX.	general mathematics citizenship English I health	IX.	algebra I Spanish I world history English I health
X.	geometry English II Spanish II citizenship health	X.	English II algebra I Spanish I world history health

or II

IX.	general mathematics citizenship English I agriculture home economics health	IX.	algebra I general science world history English I health
X.	English II citizenship geometry agriculture home economics health	X.	English II algebra I general science world history health

The plan suggested under I above gives the pupil an opportunity to make eight units of credit if he starts in at an odd year, and nine if he starts in at an even year. It is suggested that the health work consist of organized games and that one-half unit credit be given each year. In odd numbered years the teacher would teach six classes, and in even numbered years, five.

The suggestions under II apply to communities which do not care to offer Spanish. It will be seen that it is practically impossible to offer Spanish and practical courses, such as agriculture and home economics, at the same time. Under I pupils starting in odd numbered years could make two units of mathematics, two in social science, two in English, one in Spanish and one in health. The one unit in Spanish could be accredited in a two year school, even though a minimum of two units be required for graduation from a four-year school. A pupil, beginning in an even numbered year under I, would make the following credits: two units in mathematics, two units in social science, two units in English, two units in Spanish, and one unit in health. Pupils beginning in odd numbered years take mathematics and follow it with algebra. Those beginning in even years begin with algebra and follow it with geometry. A slight difficulty arises in this connection, since in the even numbered years, the algebra class will consist of two groups: those who had general mathematics the previous year, and those who are just beginning their work in higher mathematics. It is believed, however, that this will not cause any fundamental difficulties. The same general arrangement will be found under II.

As has been pointed out, the alternation of early European and later European histories does not seem justifiable. This difficulty is met by using citizenship and world history courses which may easily be alternated without doing violence to any chronological sequence. Many states have a provision that a two-year teacher school may offer only three years work. This rule has been adopted by the New Mexico State Board of Education. In schools of this type we have slightly more leeway in what may be offered.

III

	Odd			*Even*	
IX.	general mathematics	R	IX.	algebra I	R
	citizenship	R		English I	R
	English I	R		world history	R
	general science	R		general science	R
X.	English II	R	X.	English II	R
	citizenship	R		history	R
	geometry	R		algebra I	R
	Spanish I			Spanish I	
	agriculture			agriculture	
	home economics			home economics	
	commercial			commercial	

	Odd			*Even*	
XI.	English III	R	XI.	English III	R
	geometry	R		American history and civics	R
	American history and civics	R		Spanish II	R
	Spanish II			algebra II	
	agriculture			New Mexico history and civics	
	home economics			agriculture	
	commercial			home economics	
				commercial	
				physiology and hygiene	

The school which has three teachers may offer a four-year program as follows:

IV

	Odd			*Even*	
IX.	general science	R	IX.	general science	R
	general mathematics	R		history	R
	citizenship	R		algebra I	R
	English I	R		English I	R
X.	English II	R	X.	English II	R
	citizenship	R		history	R
	geometry	R		algebra I	R
	biology			biology	
XI.	English III	R	XI.	English IV	R
	geometry	R		sociology and economics	R
	American history and civics	R		physics	
	Spanish I			Spanish I	
	agriculture			agriculture	
	home economics			home economics	
	commercial			commercial	
	physiology and hygiene			physiology and hygiene	
XII.	English III	R	XII.	English IV	R
	American history and civics	R		sociology and economics	R
	Spanish II			physics	
	advanced algebra			Spanish II	
	advanced arithmetic			agriculture	
	agriculture			home economics	
	home economics			commercial	
	commercial			public speaking	
	public speaking			dramatics	
	dramatics			journalism	
	journalism				

In each of the programs suggested above, an attempt has been made to keep the teacher in mind as well as the pupil. While it is desirable to offer as many courses as the pupils need, we must keep in mind a number of classes which a teacher can efficiently teach. Today a great deal of emphasis is being placed upon extra-curricular activities and health work. These add considerably to the teacher's load. No teacher, therefore, should be asked to teach more than five classes per day, when, as invariably happens, she has, in addition, study hall and playground duties, as well as extra-curricular duties. In each of the programs suggested, alternations have been used whenever possible in order to keep this load down. For example, general mathematics has been used throughout in order that an alternation is possible in the first and second years without requiring some pupils to take geometry before algebra. Citizenship and world history are used for the same purpose. In the third and fourth years of the four-year high school program, English III and English IV are alternated. In the same way American history and civics is alternated with sociology and economics.

It will be noted that Spanish has been moved from the first and second years to the third and fourth years of the four-year program. There are three reasons for this: first, when taken in the first year a foreign language tends to prevent the pupil from taking each of the four basic courses, science, mathematics, social science, and English. Much of the confusion which has occurred in the later years of the course is due to the fact that a pupil has not taken some one of these courses in his freshman year; hence, must go back later and get it. This often makes it necessary for a principal to schedule more courses than his teachers can readily handle in order that certain pupils may have an opportunity to take a course required for graduation. Second, pupils rarely take more than two units of a modern foreign language. If these two units are taken in the first and second years, a gap of two years exists between the language work done in high school and their resumption of language work in college. Whereas, if the language work should be done in the third or fourth year, they would step immediately from their high school language course to the college language course. This should result in eliminating a good deal of lost motion. Third, the high school regulations provide that a student shall not be permitted to continue a foreign language in the freshman year unless he is able to maintain a standard equivalent to ninety or above in his English class. If strictly enforced, this would mean that in some cases a pupil would start both Spanish and English and later be forced to drop the Spanish because of inability in the English. This would cause him to lose his credit in the Spanish course. This difficulty would be avoided by placing the Spanish in later years.

Criticism of the suggestions outlined above will be cordially received. It is realized, of course, that the schedules outlined are not perfect, but it is believed that, if put into effect and carried out conscientiously, they would relieve much of the uncertainty and much of the "hit and miss" approach now observable among the small high schools of New Mexico. It should be said again here that they are made with no thought of robbing pupils of any community of any of the advantages which it is possible for the community to give them. Neither is there any intention of restricting the good work of any teacher. On the other hand, an attempt has been made to determine the proper balance between what should be done and what can be done. It is hoped that they will be received in the same spirit.

Distribution of High Schools

One of the outstanding contributions of modern educational research is the fact that the per capita cost of secondary education bears an inverse relation to the size of the school—the larger the school, the smaller the per capita cost. And this is true in spite of the fact that larger schools offer the pupil much more in the way of instruction, under better trained and more experienced teachers, better equipment in every department, a better health program, a richer extra-curricular life, etc. To offer in small schools a program even roughly the same as is available in the large schools, would make the per capita costs greater in the aggregate than society would sanction. Yet we steadfastly maintain that pupils must have equal opportunities wherever they may live.

One would expect, therefore, to see a pronounced movement toward the elimination of small inefficient schools and the establishment of strong central high schools. This is not the case, at least in New Mexico. Parents in each community want their children to have a high school education, but they want that education to be given in that community. They want their daughters to have the advantage of a good home economics department, their sons to profit by work in industrial arts or vocational agriculture; they want both to take foreign language and receive instruction in speech work, music, etc. But they consistently refuse to encourage the union of their high school with those in adjacent communities and are not willing to admit that the small school in their local community cannot provide all these advantages in an adequate degree. As a result, we find in this state many small inadequately equipped and poorly staffed high schools, many of which would not have even the three teachers required for an accredited four-year high school were it not for the fact that the state authorities sometimes stretch their interpretation of the law to cover such cases.

Local communities are not altogether to blame for this situation, however. It is partly due to the fact that we have had no adequate leadership in this matter from the State Department of Education. The Department should come forward with a well-defined and carefully considered program covering not only the schools now established but also those localities where high schools are, or will be, needed. It cannot escape the responsibility of leadership in this matter. And this responsibility is all the greater because of the fact that New Mexico is entering, in the opinion of the writer, a period of great increase in population. For the past quarter of a century the western part of Kansas, Oklahoma, and Texas have absorbed the larger part of the agricultural population rolling westward from the Mississippi valley. The best lands in those states have been largely occupied. This westward tide is now pushing onward into New Mexico and is likely to get stronger year by year. This increased population, if the above statement proves true, will complicate the high school problem. New centers will be established and much more equipment of all kinds will be necessary in those now established. But many of our counties are already taxing themselves to the limit allowed by law. Shall we raise the limit and make the burden heavier or shall we move toward a scheme of reorganization which will lower the per capita costs and therefore enable us to care for this increased high school population without materially increasing the total expense? Surely, the latter should be the more popular suggestion.

There should be begun, therefore, a systematic survey of every county in the state and this survey should be made the basis of a state-wide program in the development of secondary education. As an indication of what such a survey might be, there is presented here certain information concerning the high school situation in one of our eastern counties, together with some suggestions which it is believed would help to realize the principle set forth above, namely, that all pupils should have, approximately, equal advantages, regardless of the place where they live.

On the map of Curry county, shown here, the present district boundaries are shown by heavy lines. The three townships in the upper central portion (T 7N—R 33E, T 8N—R 33E, and T 8N—R 34E) are in Quay county. The reason for including them here will appear later. There are, it is shown, twenty districts, but one of these, Number 3, is part of an inter-county consolidation, the school house being in Roosevelt county. Twelve of the remaining nineteen offer high school work. These high schools are listed below, together with the enrollment in each:

Bellview	59	Hollene	36
Blacktower	12	Melrose	98
Center	47	Pleasant Hill	42
Clovis	461	Ranchvale	58
Field	21	St. Vrain	12
Grady	45	Texico	70

It is obvious that four of these schools (Blacktower, Field, Hollene, and St. Vrain) have too few pupils to enable them to have the three teachers required for a four-year program. Only three of the group are large enough to make a rich program of study and of pupil life possible. They are Clovis, Melrose, and Texico. It would appear that some of these schools should be united with others. In some cases this would result in bringing the enrollment in the union school up to a point which would make a good four-year course possible. In other cases it would give the union district an assessed valuation ample to support the best type of school. A good illustration of the first is the situation in the northeastern part of the county. Here we find two schools, Bellview and Hollene, only eight miles apart and each having a small enrollment. To combine these schools would give a union high school with an enrollment of approximately 100. Such a school could organize and maintain a very acceptable program. Lying just west of this area we find Grady with an enrollment of 45. Eight miles north and west from Grady lies Wheatland in Quay county. This school also has a very small enrollment. If the two could be united a much better school would result than is possible in either alone. Ranchvale is a good illustration of the second advantage pointed out. The southern part of District 10, in which Ranchvale is located, is a very good farming country. The northern part is very broken. The Santa Fe Railway pays a large portion of the taxes in this county. Approximately five miles of this railway is included in District 20, which has no high school. If this district could be added to District 10 for high school purposes the combined valuation of the two districts would give an assessed valuation which would guarantee the necessary equipment in the high school at Ranchvale.

With these and other considerations in mind, a careful study has been made of Curry county and the contiguous territory of adjacent

counties in order to discover the reasonable arrangement for high school districts. The shaded lines on the map will indicate the suggested union high school districts, of which there are eight.

As suggested above, it would appear that Bellview and Hollene should be united and that two new districts be added to their territory, namely, 52 and 68. A portion of 61, probably, should be included in this union high school district also. This suggestion makes no reference to the location of the union high school building. If either of the high schools now existing in this section of the county had a building adequate for the needs of the union high school, it could be located there. This is not the case, however. Each has a building which is barely adequate for the use of the elementary school. It is probable, therefore, that the union high school could be advantageously located somewhere between the two, thus making necessary the erection of one high school building where two will be required under the present arrangement. A good road now joins these two communities, making access to the union school very easy. Other roads in the proposed union high school district are not all high type roads, but they are all being used already for transportation purposes. An apparent difficulty is involved in the suggestion for this district, namely, that the southern sections in District 52 are quite a distance from the proposed high school center. The map indicates that a stream bed cuts across these sections. This, to one familiar with the territory, indicates that there is little population here—in fact, practically all of this land comes under the control of large ranches. It is likely, therefore, that the transportation routes would not extend into this territory.

A portion of each of the three townships, which are a part of Quay county and which appear in the top central portion of this map, are already consolidated with Grady for school purposes. As indicated above, Wheatland is not a part of this consolidation. The district, in which Wheatland is located, extends a few miles north of the indicated boundary. However, the most of this north-lying territory lies on the caprock. The portion included in this map is well adapted to agriculture, but that which is included in the caprock country has little value except for grazing; consequently, there will never be any considerable population in that portion. The writer can see no possibility of an adequate high school program here. It is suggested, therefore, that the portion of the Wheatland district included in this map, together with indicated portions of the other two townships, should unite with Grady to form a union high school district. Grady does not have an adequate high school building and is contemplatting the issuance of bonds for the erection of a building. No action should be taken on this proposition until a decision is made concerning the route of the proposed railroad through this section. The best advices at the present seem to indicate that this road will run slightly south of Grady. If this happens, it is very likely that the town will move to the railroad. These factors would naturally influence the location of the high school building.

The territory proposed for the union high school district on the east central portion of the county is already tributary to Pleasant Hill. The union high school, however, should probably not be located at Pleasant Hill, but at a point somewhat north and west of that location.

The only comment on the Texico district is that the portion of District 3, which is now consolidated with the same district in Roosevelt county, should be added to the Texico district for high school purposes.

Three high schools are now maintained in the territory centering around Clovis, namely, Clovis, Blacktower, and Center. Center and Blacktower are each approximately five miles from Clovis, where one of the best high schools in the state is located. All the opportunities which we think of in connection with secondary education can be found in the Clovis high school. They are almost altogether lacking at Blacktower and Center. To maintain these two small high schools adds materially to the total cost of secondary education in this particular territory. If their pupils should be sent to Clovis, enjoying all the advantages of this school, no more teachers would be required at Clovis than at present. The school is at present large enough to absorb this increased population without inconvenience. No additional equipment would be needed and the transportation facilities now provided for these three schools would be more than adequate to care for the total transportation problem involved.

The situation, with regard to the union high school district centering at Ranchvale, has been adequately described above. This school might well go to Clovis also, were it not for the fact that some of the transportation routes involved would be so long as to make them inadvisable.

The district suggested for the southwestern corner of the county involves the elimination of one high school, that at St. Vrain. Only twelve pupils are enrolled here and again the housing and equipment are very inadequate. The inconvenience which would be borne by these high school pupils in going to Melrose would be more than balanced by the increased advantages which they would receive.

The high school at Field enrolls twenty-one pupils and will not for some time be large enough to offer any adequate high school program, but the distance from other high school centers, the character of the roads, etc., makes it seem advisable to retain this school. Its territory, however, should be enlarged as indicated. The increased valuation resulting would make it possible to provide the necessary facilities without unduly increasing the burden of the taxpayers involved.

It would be quite possible to continue the present elementary schools if such a scheme of re-organization for high school purposes as is suggested above should be carried out. It would not be necessary to place the principal of the union high school in control of the elementary schools included in his district. It is probable, however, that the latter would be advisable. The county superintendent cannot visit all of these elementary schools at frequent intervals. Their number, together with the office duties, which naturally claim a considerable part of the attention of the county superintendent, make frequent visits impossible. To place them under the supervision of the union high school principal would possibly, therefore, be an advantage to them.

It will be noted that present district boundary lines have been followed in many cases. It is expedient to do so where possible, because to change boundary lines is always a cause of confusion and probably of discontent and of opposition. Wherever it was deemed advisable, however, such boundary lines were disregarded in the formation of suggested union high school districts. The plan suggested above should care for the secondary school needs of this county for all time. Increased population could be more easily cared for, and such disadvantages as are now involved, in the fact that poor roads are found in many of our rural communities, will become less and less important as the population increases and these roads are improved. In other words, if the plan suggested is feasible now, it should be so for all time.

Graduation

The last twenty-five years has seen an unprecedented growth in our high school population. Along with our realization of this fact there has been a more general acceptance of the statement, first formulated by the Committee of Ten, that the high school is not designed, primarily, as an institution for preparing boys and girls for college. There has been, likewise, a considerable increase in our knowledge of the great differences in the interests, aptitudes, and general intelligence of those who make up our high school population. There is now a somewhat general realization that many of them do not intend to go on to college nor will they do so.

If the high school offers only a course designed to prepare for college, it is badly handicapped in its attempt to meet the needs of its individual pupils. It would seem, therefore, that at least two curricula should be available in every high school. One of these should indicate that the pupil who completes this curriculum has followed a course designed to fit him to enter college. The other should indicate merely that he has successfully completed the general course in a standard high school. At the completion of his four-year course each pupil should receive a high school diploma, and the diploma should indicate which curriculum he has followed.

The requirements for each of the two fundamental curricula should be as follows:

General Curriculum

English	three units
Mathematics	one unit
Social Science	two units
Science	one unit (general science acceptable here if approved by High School Supervisor)
Health	one unit

The remaining eight units are to be selected by the pupil in conference with the principal.

College Preparatory Curriculum

English	three units
Mathematics	two units
Social Science	two units, one unit of which must be American history and civics
Laboratory Science	one unit
Health	one unit

In addition to the major* in English, the pupil should offer two other majors, one of which must be in an academic subject.** The two units in mathematics must be in addition to general mathematics if it be taken. General science should not be accepted as meeting the requirement of one unit in a laboratory science, but should be counted as one of the three units of a major in science. General mathematics may also be counted in the major in mathematics if such be offered.

It may, at first glance, seem unreasonable to require the high school graduate in this curriculum to present three majors. It may be objected that this leaves him too few electives. A moment's consideration will show that this is not the case. The two additional majors may be earned, for example, by taking one more unit in mathematics and one in social science or by taking one in either of these and two in science. If general science has been elected only one additional in science will be required to complete a major in that subject. If general mathematics has been taken previous to the two units offered to satisfy the requirement in that field as listed above, a major in mathematics has already been completed. Hence, one more major only would be required and this could be vocational if desired. It will be seen, therefore, that the two additional majors can be earned by taking two, or at most three, units in addition to the minimum requirements. If, however, either foreign language or a vocational subject be offered as one of the majors, four additional units will be necessary, since neither are included in the minimum requirements. If the pupil wishes to offer both foreign language and a vocational subject, six additional units will be required. In this case there will be only one elective unit left, but this is not serious, since the pupil has exercised his elective privilege in the choice of his majors.

The sixteenth unit may be made up of fractional credits given for participation in extra-curricular activities, athletics, etc.

The administrative officials of all schools should require each pupil to indicate, by the beginning of the second year, whether he will follow the college preparatory curriculum or some other, and his choice should be made with the full knowledge and consent of his parents or guardian. His course should then be carefully planned with his interests, aptitudes, and probable future in mind. This applies to pupils in two and three-year schools as well as to four-year schools.

Two and three-year schools should require at least the units specified on page 58 for graduation:

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*A major is defined as three units in some subject matter field.

**Academic subjects include English, foreign language, mathematics, science, and social science.

Three-year schools	eleven units
English	three units
Mathematics	one unit
Social Science	one unit
Health	one-half unit
Two-year Schools	seven units
English	two units
Mathematics	one unit
Social Science	one unit
Health	one-fourth unit